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ABSTRACT

This document, produced by a committee of teachers in reading instruction, includes a program description with pertinent extracts from the school district philosophy, as well as major goals and objectives. Curricular objectives state what a student should know, demonstrate, or be able to do in these areas: word attack, vocabulary, comprehension, reading study skills, reading rate, and affective learning. The final sections suggest means of assessment, learning activities, and reading materials. (VT)

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ED157507

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

COMPETENCY BASED CURRICULUM

READING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Abstract (up to 200 words):

The Huntington Beach Union High School District formed committees consisting of at least two teachers from each school selected for each of the sixteen identified disciplines: Reading, Mathematics, Language Arts, Career Education, Physical Education, Industrial Education, Business Education, Social Science, Science, Health & Recreation, Home Economics, Special Education, Foreign Language, Traffic & Safety Education, Music, Arts & Crafts, Each committee produced a document including the following:

1. Program Description -- with pertinent extracts from the District philosophy, major goals and objectives of the study area.
2. Curricular Objectives -- statements describing what a student should know, demonstrate, or be able to do in that study area.

Each committee established the sequence of goals and objectives representing three levels of standards: Graduation standards for all students; desirable standards for those students wishing to further their education in technical or vocational studies; and advanced standards for those students planning to attend a four-year college or university. The continuums have been community validated and Board approved.

PREFACE

This Competency Based Curriculum guide encompasses four major areas of reading competencies, as well as study skills and the affective domain. The competencies are listed together with recommended teaching strategies, learning materials, and methods of evaluation. Included is a sample of the basic types of reading materials in which all students should achieve competency before graduation from high school. The guide represents an outline of the District's Reading Program, complete with philosophy and goal statements.

Reading is recognized as being a unique, highly specialized, and individualized area of instruction. It is further recognized that physical, psychological, socio-economic, intellectual, and educational factors can affect one's abilities and potential in reading. It is not necessary for a student to possess all of the competencies listed in this document in order to be a good reader. Furthermore, a student may have mastered nearly all of the listed competencies, but may lack the ability to combine and transfer them through practical application. Therefore, the authors recommend that reading teachers use an eclectic approach in their individualized instruction, utilizing whatever methods and materials that prove to be most effective with each individual student.

Though many hours have gone into the drafting of this document, it is not offered as a panacea, but rather as a resource and guide for reading instruction in the District. It is with this understanding that the authors invite your comments and suggestions.

PROGRAM DESCRIPTION - READING

PHILOSOPHY

We believe that acquiring a basic proficiency in reading is essential to the education and life success of each individual. As a professional staff, we have the obligation to provide each student in the Huntington Beach Union High School District with learning experiences in reading that will:

1. Enable each student to read at the highest possible level attainable for that student.

2. Meet the individual needs of each student through the use of a variety of learning modes and resources.

3. Enable each student to develop a lifelong appreciation for the value of reading in achieving individual growth, personal statisfaction, and a positive self-image.

4. Be conducted by competent instructors in a friendly and positive learning atmosphere.

We further believe that the obligation to provide high quality reading experiences for the students in the Huntington Beach Union High School District must be shared by the Board of Trustees, professional staff, parents, students, and community.

MAJOR GOALS OF THE DISCIPLINE

1. Achieve a positive self-concept through participation in successful reading activities.

2. Attain functional literacy with appropriate materials encountered in everyday life and with appropriate materials encountered in the school disciplines.

3. Develop lifetime reading habits and reading skills for information and pleasure.

MAJOR OBJECTIVES OF THE DISCIPLINE

Students completing appropriate courses in reading will:

1. Experience reading success and personal satisfaction through individualized instruction and appropriate diagnosis and prescription.

2. Participate in a personalized reading program involving teachers, peers, counselors, parents, volunteers, and support personnel.

3. Achieve competency in the basic reading skills which include word attack, vocabulary, comprehension, and appropriate rate.

4. Read and comprehend the necessary functional materials encountered in everyday living as related to their interests, career expectations and responsibilities as a citizen.

GLOBAL CURRICULAR OBJECTIVES OF THE DISCIPLINE

Students completing appropriate courses in reading will:

1. Decode words using the skills of structural and phonetic analysis.

2. Relate vocabulary gained from sensory experiences to vocabulary encountered in reading.

3. Relate vocabulary gained from printed materials to concepts acquired through other sensory experiences.

4. Develop reading comprehension skills at literal, interpretative and critical levels.

5. Read material at a rate sufficient to complete specific reading tasks in a reasonable length of time with adequate comprehension.

6. Recognize the manner in which literary techniques such as figurative language, abstractions, symbols and rhythm patterns affect meaning in materials read.

7. Demonstrate an interest in the search for knowledge through reading by voluntarily seeking a variety of reading experiences that match their maturity and interests.

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
1. WORD ATTACK The student will be expected to: --Recognize and use the letters of the alphabet. --Recognize and use singular consonants, use consonant sounds and use consonant digraphs. --Substitute initial consonant sounds, pronounce consonant irregularities. --Recognize and understand the concept of silent consonants. --Identify and use correctly, long and short vowel sounds. --Pronounce modified vowels. --Pronounce vowel variants. --Pronounce diphthongs. --Use schwa sound. --Identify and use prefixes, suffixes, and root words. --Make changes in root words before some endings. --Divide words into syllables. --Change singular words to their plural forms. --Correctly identify the accented syllables in given words. --Change appropriate words into their possessive forms. --Identify and change appropriate words into their contracted forms and be able to reverse the process.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
2. VOCABULARY The student will be expected to: --Recognize basic sight words. --Develop a practical vocabulary based on individual needs. --Recognize meaning of words in context. --Expand knowledge of word meaning by recognition of their denotation and connotation. --Distinguish between words of similar and opposite meaning (snyonyms and antonyms). --Expand knowledge of word meaning through homonyms (words that have the same pronunciation but different spelling and different origin and meaning: their, there). --Expand knowledge of word meanings through recognition of homographs (words that have the same spelling but have different origin and meaning, and generally have the same pronunciation: pine, pine). --Expand knowledge of word meaning through heteronyms (words that have the same spelling but have different pronunciation and meaning: dove, dove). --Analyze word meanings through knowledge of roots, prefixes and suffixes. --Recognize nonstandard English. --Recognize common abbreviations and their meanings.		

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
3. COMPREHENSION The student will be expected to: --Select and recall significant facts and details. --Identify main ideas. --Select facts to support main idea. --Determine proper sequence of events. --Choose titles for materials read. --Find answers to specific questions. --Follow printed and oral directions. --Draw logical conclusions. --Predict outcomes. --Distinguish fact from fiction. --Identify cause and effect relationships. --Compare and evaluate information from different sources. --Recognize author's intent or point of view. --Evaluate bias by identifying use of the various propaganda techniques. --Make inferences and grasp implied ideas. --Relate characters, plot, and/or setting to student's personal experiences. --Comprehend and analyze abstract ideas.		
4. READING STUDY SKILLS The student will be expected to: --Utilize effective chapter/article study techniques. --Demonstrate rate flexibility.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
--Alphabetize various materials. --Demonstrate knowledge of and be able to utilize maps, charts, tables, graphs, illustrations, cartoons, and gauges. --Identify, select and use appropriate reference materials. --Classify and organize various materials. --Utilize effective listening techniques.		
5. READING RATE A specific reading rate is not a competency that should be a requisite for graduation. As vocabulary expands and comprehension improves, reading rate usually will increase. However, varying rate according to purpose is a skill of importance in a balanced reading program. The student will be expected to: --Read according to thought units for fluency. --Adjust rate to purpose of reading. --Read at a rate to sufficiently maintain concentration and comprehension. --Demonstrate minimum regression when reading a passage. --Demonstrate efficient eye return sweeps. --Demonstrate and utilize effective skimming techniques. --Demonstrate and utilize effective scanning techniques.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
6. AFFECTIVE LEARNING (SELF-IMAGE) To develop and demonstrate a positive self-concept, students will be expected to: --Attend class regularly, on time, with materials. --Maintain good health and personal grooming habits. --Obey school rules, display safety consciousness, and respect school and personal property. --Show interest in subjects by listening attentively, following directions and completing assignments. --Accept help from others, help others, work independently, participate in group activities, and demonstrate problem-solving attitudes. --Respect the rights and needs of others and accept responsibility for their own behavior. --Accept their own strengths and weaknesses and be conscious of the need for a realistic life plan.		
7. AFFECTIVE LEARNING (ATTITUDE TOWARD READING) To develop and maintain a positive attitude toward reading, students will be expected to: --Listen when stories are read, check books out of library, and identify a favorite book or story.		

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
--Read when not required, show interest in authors, and find pleasure in reading for recreation. --Discuss specific books with others, relate characters in books to themselves, and exhibit sustained commitment to reading. --Recognize that books are a major part of life, rank reading high on their personal value scale, develop consistent reading habits, and appreciate literature.		

SUGGESTED MEANS OF ASSESSMENT FOR BASIC COMPETENCIES FOR GRADUATION

It has been agreed upon by the reading staff and administration of the Huntington Beach Union High School District that a student does not necessarily have to possess any specific number of the previously outlined competencies to be a functional reader in our society. It is not the student's ability to master a specific number of competencies that determines eligibility for graduation. Rather, it is the student's ability to demonstrate practical application of the basic competencies in order to read and comprehend necessary functional materials encountered in everyday living. Therefore, as a minimum requirement for graduation, students should be able to successfully apply their reading skills to the following types of materials.

- Signs
- Labels
- Want Ads
- Newspapers and magazine articles
- Bank signature cards
- Writing checks
- Bank deposit, and withdrawal forms
- Bank statements
- Credit applications
- Dictionaries - Area Codes - Yellow Pages
- Warrantees
- TV Guides
- Recipes
- Utility Bills
- Rent Receipts
- Rental applications
- Maps - Local street maps - Out of state road maps
- Income tax forms
- Job resumes
- Cash Register Tapes
- Library card application forms
- Voter registration application forms
- Job application forms
- Driver's License tests and application forms
- Social Security card applications
- Transportation schedules
- Property tax bills
- Menus (English)
- Simple printed instructions - general
- Printed instructions - maintenance and assembly

MEANS OF ASSESSMENT - REPRESENTATIVE SELECTION OF DIAGNOSTIC AND EVALUATION TOOLS

- Teacher made tests
- Standardized tests--(1) Nelson A,B.
  (2) Gates-McGinitie
  (3) Metropolitan
  (4) CTBS
  (5) Nelson-Denny
- Teacher observation
- Teacher made checklist
- Criterion Reference Tests
- Individual Diagnostic Tests
- Dolch List
- Peabody Picture Vocabulary Test
- Thruston Attitude Scale

Keystone Telebinocular Survey
Diagnostic Reading Scales
Gray Oral Reading Test
Wepman Auditory Discrimination Test
Silvaroli Reading Inventory
Botel Phonics Inventory
California Phonics
Verbal Opposites
W.R.A.T.
Discussion
Student made tapes

Attendance records
Student's grades - GPA
Student/parent/staff evaluation forms
Referral pattern
Cumulative records
Health records
Elementary school records
Counselor's evaluation
School Psychologist reports
Reading Miscue Inventory
Commercially prepared tests

SUGGESTED LEARNING ACTIVITIES

Combination of any of the following as needed:

Language experience
Neurological impress
Phonics
Sight
Linguistics
Kinesthetic
Bibliotherapy
Visual discrimination training
Auditory tutoring, individual and small group
Choral reading
Games, puzzles
Parent assistance
Contests
Small group counseling

Role playing
Leisure reading
Use of teacher-made and commercial drills and worksheets
Oral reading by teacher and/or students
Dramatization
Plays
Translating reading into other media forms
Flash cards
Audiovisual activities
Guest speakers
Charts and graphs
Demonstrations
Journals--Class newspapers
Psycho-linguistics

SUGGESTED READING MATERIALS

1. WORD ATTACK:

Relevance of Sounds
Specific Skills Series - Working with Sounds
Webster Word Wheels
You Can Read - Phonetic Drill Cards

Quiet Pal
Reading Success Series - Score 1-6
Language Master
Phonics Puzzles
Be a Better Reader --

Book A - p.	Book B - p.	Book C - p.
18-21	15-19	20-25
38-43	38-42	46-51
56-62	58-60	70-73
102-103	80-87	94-95
118-124	Syllabication	148-149
	p. 83-85	Syllabication
	102	p. 52-53
	122-123	74-75
		100
		122-123
		172

Action and Double Action Kits
Clue Tapes Program
Flash X Phonics Reels No. 4-40, 42-56 and 56-70
Readers Digest - Advanced Practice Pads
Keys to Your Reading Improvement
Score: Success Controlled Optimal Reading Experience
WAP - Word Attack Plan - Don Muldner
Kaleidoscope Readers - One at Once, etc.
Basic Reading Skills
Scope Magazine
Houghton Mifflin Action Series - Encounters, etc.
Games - Vowel Dominos, Auto-Phonics, Highway Robbery
Point 31 Program

2. VOCABULARY

Relevance of Words
Word Clue Books
New Practice Readers
RFU Kits
Flash-X
Language Master
Games
Leisure Reading
Readers Digest Skill Builders (some sections)
Words to Eat, Meet, Wear
Better Reading
Reading Attainment System
Action and Double Action Kits
Clue Tape Program
Wordcraft Tapes and Workbooks
Reading for Meaning, 4-9
Help Yourself to Read, Write & Spell, Bks. 1, 2
Basic Reading Skills

Word Search Puzzles
Dolch Common Noun List
Kucera List
Pictocabulary 111, 222
Chall List
Category Cards - A, B, C
EDL Controlled Reader
Craig Reader
New Modern Reading Skill Text

Kaleidoscope Readers - Encounters, etc.
Action Library Dittos
Keys to Your Reading Improvement
Career Education - Automotive, Appliances
Reading Response (task cards)
Design for Good Reading
Scope Magazine
Games - Probe, Perquacky

3. STRUCTURAL ANALYSIS:

Work Sheets for - synonyms, antonyms, homonyms, homographs, compound words, prefixes, suffixes, roots
Flash - X (some reels have common prefixes, suffixes, phonograms, etc.)
Prefix Bingo Game
Clue Tape Program
Action & Double Action Kits
Target Program
Keep to Your Reading Improvement

4. COMPREHENSION:

Scope Series
Reading Attainment System - 11
Action and Double Action Kits
Clue Tape Program
Action Library (Scholastic)
Step Up Your Reading Power A-E
Specific Skills:
- Getting the Main Idea
- Drawing Conclusions
- Using the Context
- Getting the Facts
- Following Directions
- Locating the Answer
- Detecting the Sequence

Readers Digest - Improve Your Reading
McCall Crabbs
Work Sheets

New Practice Readers
Be a Better Reader - A, B, C
Dimensions in Reading:
- American Album
- Countries and Cultures
- Man Power and Natural Resources

Springboards:
- American History
- World History

R.F.U. - Junior, General, Senior
EDL Controlled Readers - Books DA - MN
Craig Readers
SRA Labs - 3 & 4
Readers Digest Skill Builders - 1-8
Advanced Reading Skill Builders - 1, 2, 3
Leisure Reading
EDL Study Kits

New Modern Reading Skill Texts
Records of Action, Double Action, Environment & Drugs Kits
Women Who Win Kits (with cassettes)
Reading for Concepts
Wide World
Reading Response (task cards)
Kaleidoscope Readers - One at Once, etc.
Keys to Your Reading Improvement
Houghton Mifflin Action Series - Encounters, etc.
Cartoon strips cut up for sequence
Better Reading
Comics Classics
Drugs and Environments Kits
Sports Close-Ups Kits (with cassettes)
Success in Reading
Spotlight
Information Fast (task cards)
Reading for Meaning 4-9

5. SPELLING AND STUDY SKILLS:

Flash-X - Dictate words from lists
Games - Scribbage, Perquacky, etc.
Economy Individualized Spelling Kit
Relevance of Words
Spelling Action
Category Cards (outlining) A, B, C
Be a Better Reader
Listening Tapes
Dictionary Drill Sheets
Worksheets
Keys to Your Reading Improvement
SQ3R
Information Fast (task cards)
Dictionaries
Word Search Puzzles
EDL Spelling Kits
Wordcraft (cassettes & books)
Continuous Progress in Spelling Kit
Spelling Word Power Kit
EDL Study Kits - Social Studies & Science
Springboards
Clues - Box 4-5
Library Drill Sheets
Phone Book Drill:
a) Alphabetizing
b) Categories
c) Synonyms
Encyclopedias